

CHAPTER I

INTRODUCTION

A. Background of the Study

Research into Language Learning Strategy (or LLS) began in the 1960's particularly, when the developments in cognitive psychology gave influence to the studies on LLS. In most of the researches, the primary concern has been on "identifying what good language learners report they do to learn a second/foreign language" (Rubin and Wenden 1987: 19). Such studies aimed at investigating the feasibility of helping students become more effective language learners by teaching them some of the LLS that descriptive studies have identified as characteristics of the "good language learner very much depend on variables such as target language proficiency, age, situation, cultural differences, and learning style" (Rubin, 1975: 41-51).

The first attempt to study on LLS was conducted by Aaron Carton and it was published in 1966 under the title *The Method of Inference in Foreign Language Study*. In that study, he notes that "learners vary in their propensity to make inferences and in their ability to make valid, rational and reasonable inferences" (Rubin and Wenden, 1987: 19). Then in 1971, Rubin started doing research focusing on the strategies of successful learners. Rubin (1975: 23) classified strategies in terms of processes contributing directly or indirectly to language learning. This was followed by other researchers such as Wong-Fillmore (1976), Tarone (1977), Naiman, *et al.* (1978), Bialystok (1979), Cohen and Aphek (1981), Conti and Kolsody (1997), who studied strategies used by language learners during the process of foreign language learning. These extensive investigations have shown the importance of language LLS in making language learning more efficient and in producing a positive effect on learners' language use.

In the past, oral skills were not considered central in foreign language pedagogy. In classes which utilized comprehension-based approaches to

language teaching, listening and reading skills were emphasized. However, with the advent of the theory of communicative competence (Hymes, 1972: 101) and the practice of Communicative Language Teaching, the teaching of speaking skills has become central in foreign language classroom. To most people then mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language; as Bailey and Savage (1994: 7) state that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. As a result, the teaching of speaking skill should be figured as central in foreign language pedagogy. The goal of teaching speaking skills is communicative efficiency. This means that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

This research intends to give an overview of the theoretical basis for teaching speaking skills and details a number of classroom activities that aim at encouraging communication or interaction between students. The activities discussed here are just ways of getting students to talk to each other in pairs or in groups. They also aim to stimulate discussion and information-trading transaction. Such activities may include role playing, games, problem-solving, songs, and discussion.

Based on the explanation above, the researcher conducts the research entitled: “***LEARNING STRATEGY USED BY ELEVENTH GRADE STUDENT IN DEVELOPING SPEAKING SKILL AT SMK BATIK 2 SURAKARTA***”

B. Scope of the Study

The researcher makes the limitation both the subject and object of this research. Based on the research, the researcher focuses on the learning strategies used by eleventh grade student in developing speaking skill at SMK Batik 2 Surakarta.

C. Problem Statement

Based on the background above, the researcher has two problems that should be studied:

1. What kind of strategies used by the students of eleventh grade at SMK Batik 2 Surakarta in developing speaking skill?
2. How do the students of eleventh grade at SMK Batik 2 Surakarta apply the strategy in developing speaking skill?

D. Objective of the Study

Based on the problem statement above, the researcher study aims:

1. to identify the strategies used by eleventh grade student in developing speaking skill at SMK Batik 2 Surakarta
2. to describe the implementation of the strategy in developing the student's speaking skill at SMK Batik 2 Surakarta

E. Significance of the Study

1. Theoretical Significance

The result of this study gives input for other researcher about the strategies used by the teacher in developing speaking skill and it can be also as reference for other researchers who want to conduct the same method.

2. Practical Significance

- a. For the teacher

The research serve as input for teachers to determine the learning strategies and selecting appropriate teaching aids especially for speaking skills in teaching English.

- b. For Student

The research facilitates the students of Muhammadiyah University of Surakarta and other universities which have the same interest in learning English especially in speaking.

F. Research Paper Organization

This research paper organization of *“LEARNING STRATEGY USED BY ELEVENTH GRADE STUDENT IN DEVELOPING SPEAKING SKILL AT SMK BATIK 2 SURAKARTA”* is as follows:

Chapter I presented introduction. In this chapter, the research covers: (1) Background of the Study, (2) Scope of the Study, (3) Problem Statement, (4) Objective of the Study, (5) Significance of the Study, and research paper Organization.

Chapter II is related Underlying Theory; it contains Theoretical Review and Previous Study. In this chapter the researcher presents theoretical review as follows: (1) Notion of Speaking, (2) Speaking Skill, (3) Teaching Strategy, (4) Teaching Speaking, (5) Teaching Strategy to develop speaking, (6) Language Learning Strategy.

Chapter III is research method. This chapter consists of: (1) Type of the Study, (2) Object of the Study, (3) Data and Data Source, (4) Method of Collecting Data, (5) Validity of Data, (6) Technique for Analyzing Data.

Chapter IV is research finding and discussion.

Chapter V presents conclusion and suggestion.